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ABSTRACT

Capacity building for dissemination in a State requires the development of a completely responsive linkage system. The State Department of Education (SDE) capacity building effort should focus on people delivering kinds of service, not kinds of information. The service will depend on ready and immediate access to information, but the humanizing and non-judgemental character of person connectors is made visible through carefully defined service functions delivered by operatives. Capacity building for dissemination requires the following three types of capacity building: (a) more operatives, (b) more systematic information sources, and (c) more information access and utilization mechanisms. The operatives would thus deliver (a) help in thinking out problems, (b) access to the state of the art in education development, and (c) access to selection of mechanisms for access. (RC)

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DISSEMINATION

CAPACITY BUILDING

IN AN SDE

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February, 1975

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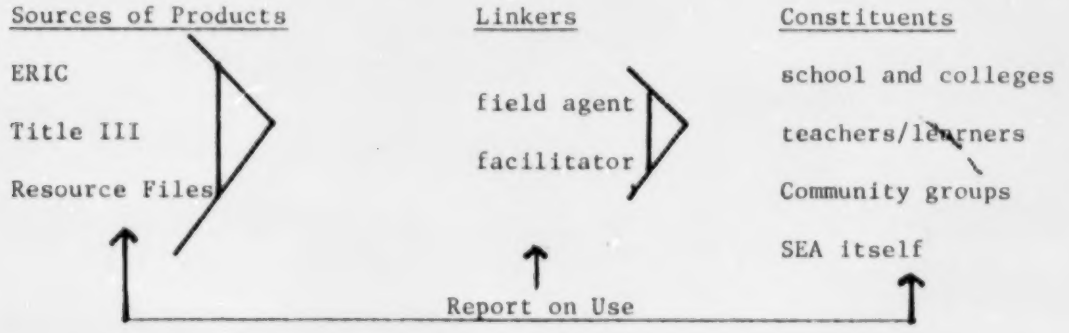
Capacity Building Prospectus for SDE - Draft

1. It seems that capacity building for dissemination in a State requires the development of a completely responsive linkage system.



2. An SDE has a minimal number of staff assigned to this linking and connecting role. Except for some individuals, most persons formally performing this function are working on

   - planning and evaluation
   - local staff development plans
   - ERIC dissemination

   In addition, there are two types of non-State Department connectors

   - the facilitator project
   - the "regional" resource centers

   There are also a few independent entrepreneurs around.

3. A major functional characteristic of the efforts in States to develop and diffuse viable education development has been people. Where people who reach out and respond to people are found, energy is released. Where the discussion is who decides what will happen, blockage is found. Capacity building is defined as the ability of locals to do more, better, there with efficient connection to sources of tested solutions.

4. The SDE capacity building effort should focus on people delivering kinds of service, not kinds of information. The service will depend on ready and immediate access to information, but the humanizing and non-judgemental character of person connectors is made visible through carefully defined service functions delivered by operatives.

Capacity Building Energy

Information base	Services	Operatives
ERIC	. program analysis	
Developed Projects	. needs analysis	field agent
Voc. Ed.	. alternative listing	
Title III	. resource listing	
Spec. Ed.	. program design	facilitator
Reg. Lab	. awareness	
Resource Files	. documenting	
People	. problem solving	
Agencies		
Curriculum files		
etc.		

5. How will the Operatives act?

The experience of the field agent, facilitator/adaptor project and others indicate that

(1) operatives must be good and patient listeners

(2) operatives must have a personal skill in at least five of the areas of service

(3) operatives must have direct access to resource information and products

(4) operatives must provide immediate bases on experience with the information and products

(5) operatives must down play the mechanism for rapid access (e.g., terminals, computers, etc.). The constituents want the service not explanations of what one has to go through to get the service to them: that is the operatives problem.

(etc.)

6. What will the operatives need?

The operatives will need two kinds of support systems

(1) A ready access to ERIC and other product cataloging services, e.g., Title III, Reg. Lab., Cedar Catalog.

(2) A ready access to some persons who can help the locals clarify their requests and expectations.

(3) Access to some persons who can train the locals

(4) Access to some persons who can help them analyze and understand the connector role

7. Capacity building for such dissemination requires three types of capacity building

   (1) More operatives described above with a reasonable territory in the state. This probably means as many as ? operatives. This probably means some formal office or unit to cover them with bureaucratic coloration and to negotiate access to time of existing SDE expertise.

   (2) More systematic information sources and clearinghouses in state and the necessary support to help the information current and usable. This means someone to maintain

      (a) The Staff Development Handbook

      (b) The ERIC system

      (c) The validated programs catalogs

   (3) More information access and utilization mechanisms. This means things like terminals, micro-fiche readers, data printer-phones, etc.

8. The operatives thus would deliver

   (1) some help in thinking out problems

   (2) access to the "state of the art" in education development

   (3) access to selection of mechanisms for access.

9. The operatives services could be costed differentially with clear negotiated cost sharing contracts similar to the facilitator adaptor contract.

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